**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 3** | | **Date(s)**: Aug. 27- Sept 5 |
| **Unit Title:** Prove It! | | | **Corresponding Unit Task:** Text Evidence Organizer (Task 1) | |
| **Essential Question(s):** How do readers use textual evidence to help answer questions? | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | |
| **Teacher/Student:**  First Day Jitters  Post-It Notes  Doc Camera  Highlighters  Claim Game  Snake (Ziggy) Passage  Water/Energy Conservation Books  Dinah Zike Notetaking books  Main Idea passage  Take a stand topics  Class set 3rd grade topic books/passages | | | text  evidence  proof  claim  resource  renewable  nonrenewable  turbine  hydroelectricity  main idea  details | |
| **Learning Experience(s)** | | | | |
| **Day 1** | | | | |
| **Gradual Release of Responsibility:**  × Modeled   * Shared   × Guided Practice   * Independent   [Ziggy](file:///C:\Users\Maegan\Documents\snake.docx) | **Standards:**  **RL.3.1**.- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  **SL.3.1**. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly  **b.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  **c.**  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  **d.** Explain their own ideas and understanding in light of the discussion.  **W.3.4**- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  **W.3.10**. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  **L.3.1**. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.3.1i** - **Produce simple,** compound, and complex **sentences.**  **L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L.3.3**. - Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **L.3.2f** - Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.  **L.3.6**.- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).  **I Can Statement(s):**  I can ask and answer questions to demonstrate my understanding of a text, using the text to prove my answers.  **Instructional Plan:**  Teacher will read First Day Jitters aloud to class stopping to think aloud about events in the text and why they are happening. Teacher will model asking questions while reading to ensure understanding of text. When finished the teacher will present questions to the class and ask them to refer to the text to prove their answer. Teacher will use the doc camera to highlight the location of the answers in the text.  Students will then be given a short passage (paragraph) to read, ask and answer questions about. Students will be expected to highlight where they found the answers in the text. | | | |
| **Closing/Summarizing Strategy** | Make a connection to First Day Jitters and write about it in your Reader’s Notebook. | | | |
| **Day 2 and 3** | | | | |
| **Gradual Release of Responsibility:**  x Modeled  x Shared  x Guided Practice  x Independent  [**The Claim Game**](file:///C:\Users\Maegan\Documents\The%20Claim%20Game.docx) | **Standards:**  **RI.3.2**. - Determine the main idea of a text; recount the key details and explain how they support the main idea.  **W.3.4**- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  **L.3.1**. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.3.1i** - **Produce simple,** compound, and complex **sentences.**  **L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L.3.3**. - Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **L.3.2f** - Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.  **L.3.6**.- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).  **I Can Statement(s):**  I can determine the main idea of a text, recount key details and explain how they support the main idea.  **Instructional Plan:**  Students will play the “Claim Game” as a group.  Each student will get a detail card and will form groups based on connected details. Class discussion on why students are grouped like they are. Explain that on their cards are details that support a main idea. The main idea is what the text is mostly about. Groups will discuss what their details could support and brainstorm possible main ideas. Teacher will post main ideas on the board and students will select their corresponding main idea. Groups will then write their main idea and details in a graphic organizer. Teacher will display main idea poster and discuss with the class. Students will write signal words and add to comprehension board along with graphic organizer examples. Together the class will make an anchor chart telling about main idea and details. Students will copy the anchor chart into their Reader’s Notebook. Together we will discuss favorite stories identifying the main idea and supporting details. Students will choose a favorite story and complete the graphic organizer (pg. 24 in Informational Text Notebooking) in their Reader’s Notebook.  **DAY 3**  Students will refer to their Reader’s notebook to the anchor chart and graphic organizer. We will review main idea and details. Student’s will be paired and given a passage to read together. Teacher will read the passage aloud after everyone has read it with partner. Students will search the passage for main idea and details. As a class we will discuss the main idea and details of the passage and complete a graphic organizer. We will work to prove how the details support the main idea and how the main idea is what the text is mostly about. We will then answer 5 MC. Students will be given a passage to find the main idea and details independently. | | | |
| **Closing/Summarizing Strategy** | Students will make a G.O. (pg. 19 Informational Text notebooking) to glue into their Reader’s Notebook telling 1. What is main idea? 2. What are details? 3. How can I use this? 4. What questions do I still have? | | | |
| **Day 4 and 5** | | | | |
| **Gradual Release of Responsibility:**  x Modeled  x Shared   * Guided Practice   x Independent | **Standards:**  **RL.3.5**- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.  **RI.3.7**. - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  **RI.3.5.**- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  **W.3.4**- With guidance and support from adults, produce writing in which the development and organization are appropriate to tak and purpose.  **L.3.1**. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.3.1i** - **Produce simple,** compound, and complex **sentences.**  **L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L.3.3**. - Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **L.3.2f** - Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.  **L.3.6**.- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).  **I Can Statement(s):**  I can use information gained from illustrations and the words to comprehend a text.  **Instructional Plan:**  Groups will receive a book and bag of labels. Students will be instructed to use prior knowledge to label the parts of book and text elements. When finished groups will put their work aside to correct later. Using a big book or the doc cam point out various text features and their importance to the text. After going through the needed types hold up examples for groups to identify using the Kagan puzzle board. Class will work together to create an anchor chart displaying the text features and how they help. Students will copy this into their Reader’s Notebook. Afterwards groups will get back together and review their previous work and make corrections. | | | |
| **Closing/Summarizing Strategy** | Students will write in their Reader’s Notebook explaining the importance of text elements to your comprehension. | | | |
|  | **DAY 5**  Students will each get a Scholastic News to look through and find text elements. Teacher will start off identifying features and then move to students finding and then independent. Students will cut out the text element type and glue into their Reader’s Notebook. Students will add to each type how that feature helps them to comprehend the text.  Teacher will read aloud several energy/water conservation books identifying text features as well as details. Make anchor charts about water/energy conservation and get students discussing various topics about energy/water conservation. | | | |
| **Closing/Summarizing Strategy** | Students will choose either water or energy conservation and write interesting facts in their Reader’s Notebook. | | | |
| **Day 6 and 7** | | | | |
| **Gradual Release of Responsibility:**  x Modeled  x Shared  x Guided Practice  x Independent  [Take a stand topics](file:///C:\Documents%20and%20Settings\benneta4\Local%20Settings\Temporary%20Internet%20Files\Content.Outlook\NGL4JPZJ\Take%20a%20stand%20topics.docx) | **Standards:**  **RL.3.1**.- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  **RI.3.1.**- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  **RI.3.2**. - Determine the main idea of a text; recount the key details and explain how they support the main idea.  **RI.3.7**. - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  **L.3.1**. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.3.1i** - **Produce simple,** compound, and complex **sentences.**  **L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L.3.3**. - Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **L.3.2f** - Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.  **L.3.6**.- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).  **I Can Statement(s):**  I can complete a graphic organizer to make a claim with supporting evidence.  **Instructional Plan:**  Take a stand- Students will be given a topic and asked to choose a side. They will have to give evidence to persuade others to agree with their choice. After the activity discuss with students that they made a claim and supported their claim with evidence. We are going to do the same thing, but back ourselves up with proof from the books. Guide students back to main idea and details and how a claim and supporting evidence is similar. We will refer to the books read aloud and independently thus far and work to make claims as a group. We will make 2 claims for each topic along with supporting evidence citing books. We will choose 1 claim to put into a graphic organizer. Students will work in groups to write another claim with supporting evidence into a graphic organizer. Students will then work individually to make a claim and then find evidence to support their claim. Students will read a variety of texts and use textual evidence to support claims. Students will fill out G.O. stating their claim and providing supporting evidence. | | | |
| **Closing/Summarizing Strategy** | Students share their claims and evidence with a partner or small group. | | | |
| **Differentiation Strategies** | | | | |
| **Extension** | | **Intervention** | | **Language Development** |
| Higher Lexile Passages  Advanced Questions | | Lower Lexile Passages  3 answer choice  Story starter writing  Assistance with G.O.  Peer Buddy | | Front Load Vocabulary  Assistance with G.O.  Peer Buddy  Lower Lexile Passages |
| **Assessment(s) & Reflection** | | | | |
| **Assessment(s):**  G.O.  Post Assessment | | | | |
| **Teacher Reflection:** (Next steps?) | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*